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ABSTRACT

This study examines the role of the 14 colleges participating in postsecondary programs in eight Pennsylvania correctional institutions, to assess the quality of instruction and educational services, and to determine the attitudes of the offenders towards the college program. Data used in the evaluation was collected by questionnaires administered to the offenders and to deans of continuing education of each of the colleges participating at the eight correctional institutions. The results section is designed to reflect outcomes as they relate to the specific evaluation objectives. The responses of the deans are summarized in narrative form. The results of the offenders' responses are also summarized and grouped by the three subsections of perceptions of instructors, perceptions of services, and perceptions of values and attitudes. Over one-half of the report consists of appendixes containing the evaluation questionnaires and the individual institution responses. (NL)

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Evaluation of 1975 Postsecondary Educational Programs in the Eight Pennsylvania State Correctional Institutions

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SUMMARY

The purpose of this study was to examine the role of the 14 colleges participating in postsecondary programs in the eight state correctional institutions and to determine the quality of instruction and educational services and the offenders' attitudes towards the college program.

The conclusions derived from this study were:

1. The general philosophy of the participating colleges is to provide the offender-student the opportunity to earn college credit and for overall personal growth.

2. Offenders who wish to participate in college programs must have a high school diploma or a General Educational Development equivalent and demonstrate a potential for success.

3. Instructors for the program are selected on the basis of academic background and experience. Some consideration is also given to the instructors' ability to adapt to a correctional setting.

4. Instructors in the program are for the most part given a limited orientation to the correctional setting. The orientation consists of a tour of the facility and a discussion of the rules in the correctional setting.

5. Most of the courses offered are basic and there is an emphasis on applying the credits earned to a degree program upon release. Few degrees have been earned at this point, but this is subject to change, as degree programs are being initiated in the state correctional institutions.

6. Supervision of the instructors is minimal. The instructors function in much the same manner as they would on campus. Only when a situation merits action will the college or correctional facility intervene. This is usually done at the request of the instructor.

7. Supportive services vary from program to program and are generally limited.

8. Record-keeping is limited. Records are kept for attendance, withdrawals and credits earned. Records on program progress and indicators of individual performance (aside from grades) are not kept. A record-keeping system has not been developed yet.

9. Evaluation, aside from grades, is sporadic--a condition that is directly related to record-keeping. This study is the first attempt at an overall evaluation. No evaluation of individual programs has been developed to date.

10. Other problems that college programs face are adapting to security considerations, the lack of space and limited library and lab facilities.

11. Most offenders have positive perceptions of their instructor in terms of training, personality, teaching methods, course organization, attitudes, helpfulness and clarity of goals.

12. Offenders' perceptions of the educational services available at the correctional institution were mixed. They regarded classroom materials, training facilities, instructional materials, visual aids, scheduling and library facilities as average to good. Counseling was the weakest service, receiving ratings from fair to average.

13. In general, offenders have positive values and attitudes towards the college program in terms of entering, efforts, interest, aspiration, opportunity, benefits and self-reliance.

On the basis of the experiences gained in conducting the evaluation, the Pennsylvania Department of Education evaluation team for corrections education has made a number of recommendations:

Orientation of Instructors

Because the differences between a college campus and a prison are obvious, programming must be adapted to the environment. The problem faced by instructors and college administrators involved in a correctional setting for the first time is fully understanding the limits imposed on the program by the environment. The present orientation process is not complete. In the past problems developed because instructors were not aware that certain materials and guest speakers had to be cleared in advance. This situation led to an unnecessary conflict which could have been avoided if orientation and written guides had been developed for the colleges.

The recommendations are:

1. Mandatory orientation for new instructors. Although there may be only one new instructor per institution each semester, the education director should fully explain to the instructor the following:

   a. Rules regarding materials, use of additional college personnel and clearance procedures.

   b. Types of students and a brief background on those persons in his or her class.

   c. Procedures for the instructor to follow if a serious problem develops in his or her class.

If possible, this information should be compiled in a short booklet for the instructor.

Degree Potential

Many postsecondary programs offer a variety of courses which are transferable or are applicable to a degree program. The problem is not with a course's potential for credit towards a degree but with the fact that the courses are not incorporated into a degree program in the institution.

There are circumstances where degree programs are not possible due to the shortness of the sentence. In this case, courses for credit do serve to introduce the inmate to college-level work and his/her own potential for success.

The recommendations are:

1. Each college and institution should, wherever possible, move toward the goal of establishing a degree program.

2. This should be a cooperative planning effort involving the Office of Corrections Education, the correctional facility and the college.

Supervision of Personnel

It is not the purpose of this report to direct colleges' policies. There is, however, a need to improve communication regarding the instructor's problems at the institution. For the most part, the instructors should be allowed to function as independently as possible. This does not include adopting the function of "social worker." If an instructor can identify a problem, he or she should direct the student to the treatment personnel for a solution. This does not mean any instructor is restricted from educational counseling or developing a good rapport with his/her students.

The recommendations are:

1. During orientation the instructor's role with problems not directly related to teaching should be defined.

2. With a clear understanding of his/her role, the instructor and the college and institution personnel should communicate regularly on the progress of the class and the general progress of all college programs.

Supportive Services

The lack of supportive services is a problem. The evaluation indicates that there are limited library materials, tutoring and counseling services. Some classes have requested permission for outside activities, such as travel to the campus to use the library. This has been permitted on a limited basis. It is not possible to do this extensively because of the additional security personnel required. In some cases limited services are due in part to lack of funds.

The recommendations are:

1. Library materials--development of a library loan system involving the institution, the college and local libraries.

2. Tutoring services--exploration of the possibility of using college students to provide these services as part of a community intern project and to offer credit for participation or the development of a volunteer program in such services. These programs, if developed and implemented, would call for additional responsibilities on the part of the college, the institution and the Office of Corrections Education. It should not, however, place a severe burden on any of the parties, since this seems to agree with their commitment to educational programming.

3. Counseling services--to intensify needed counseling services, each institution should offer a prerelease job preparation course, enlarge the job placement and educational placement staff; use the college instructors as educational advisors, as they are used in regular college programs; develop a feedback system on the employment and educational activities of exoffenders; provide in-service workshops on job placement techniques; work with agencies that provide services to exoffenders; and develop a public relations program to support job placement efforts.

Record-Keeping and Evaluation

Record-keeping, as well as evaluation, is limited, and only grades, credits earned and attendances are recorded. At this point the only evaluation of the program is through individual grades; this is limited because it indicates only the end product, not the progress the program is making. Better records are needed to provide the base for a much needed, ongoing evaluation.

The recommendations are:

1. Development of a system, apart from grades, to monitor individual progress of offender-students in the program.

2. Include such information in the students' individual records.

3. Periodic progress reports (mid-term and end-of-semester) by the instructor to education director on the effectiveness of the program.

4. The education director should keep such reports on file so the Office of Corrections Education can use them for evaluation purposes.

5. Continued recording of grades, attendance and withdrawals.

Security

Perhaps the most important problem in postsecondary programs is the limits imposed by security considerations, which create scheduling difficulties and limit outside class activity. There is no simple solution, as security, like treatment, is a function of the correctional facility. Colleges traditionally never place

such severe restrictions on the teaching environment. Although the differences of environment are apparent, the difficulties with security cannot be dismissed on this basis. The differences, however, should serve as a point to improve the understanding between the college and the prison.

The recommendations are:

1. When instructors receive their orientation, the limits of the situation are made clear in order that program potential can be realistically set.

2. Better planning on the part of all involved to help the instructor prepare class-related activity. This should also increase the possibility of outside activities.

3. The prison administration, whenever and wherever possible, allows for special activities and follow-through as fully as possible on their commitment to educational programming.

The above discussion and recommendations provide some guides for working out difficulties. None of the problems presented in this report are insurmountable or so serious as to undermine program goals. The purpose here is to direct these programs in such a manner that maximum benefits will be realized by the inmate.

BACKGROUND

In August 1974, the administration and coordination of all the educational programs in the eight state correctional institutions were given to the Pennsylvania Department of Education. The Division of Corrections Education was formed in the Bureau of Planning and Evaluation to organize and coordinate the educational programs. In October 1975, the Division of Corrections was provisionally reorganized to become the Office of Corrections Education. Paul DeMuro, special assistant to the commissioner for Basic Education, directs the Office of Corrections Education and the Division of Operations and Study of Corrections Education in the Department of Education.

In the corrections educational program, offenders can enroll in over 30 vocational courses and can work toward an associate or baccalaureate degree from over 14 participating colleges and universities. For those offenders needing basic skills, there are general education development preparation and a number of academic courses available. Career counseling and job placement are integral parts of the program.

A major problem that exoffenders face is that their inability to support themselves and their family leads them to commit other crimes, which result in their return to prison. It would appear that providing the offender saleable skills, educational opportunities and assistance in finding employment would break the cycle of recidivism. Traditionally, vocational education and general education programs have been the main ways of decreasing the ever-increasing recidivism rate in Pennsylvania. Recently, there has been an emphasis on developing more college programs in the institutions to allow an offender to obtain an associate or baccalaureate degree for advancement in society.

Basically, the college program provides the offender an opportunity to enter a legitimate contest for a degree. Open-door admissions with few restrictions, tutoring services, library facilities, educational counseling and expanding curriculum offerings have increased the chances of an offender succeeding in college. There is, however, a "cooling-off" effect for some offenders who cannot take the grade. This group usually falls back into vocational programs, corrections industry or some other program in the institution.

It is very important that the Pennsylvania Department of Education, the Bureau of Corrections and cooperating institutions of higher education develop and maintain quality, but realistic, programs for the offender. Currently, the college program in each institution consists of basic freshmen and sophomore courses readily transferable to almost any college or university. In some institutions, there are individual cases of offenders participating at upper-class levels.

The purpose of this report is, first, to examine the management of the college program in each institution. The second purpose is to determine the quality of instruction, facilities, counseling and the offenders' attitudes toward the college programs.

PROGRAM DESCRIPTIONS

State Correctional Institution, Camp Hill

The Harrisburg Area Community College conducted the college program at Camp Hill from October 1975 to December 1975. Thirty-two offenders were enrolled in political science, algebra and English composition. Calvin Williams, director of education, reports real success for the program. He is satisfied with the community college cooperation, student performance and the quality of instruction.

State Correctional Institution, Dallas

Working through the Northeastern Pennsylvania Association of Continuing Education, Dallas offered seven college courses for fall 1975; each course was provided by a different institution of higher education. The higher education consortium includes Luzerne County Community College, Wilkes College, The Pennsylvania State University, College Misericordia, Bloomsburg State College and King's College. Most of the classes are held in the evening for the 100 or more offenders enrolled. Paul Crisler, director of education, reports that the program was "highly successful, judging from offender feedback, holding power and grades."

State Correctional Institution, Graterford

Cheyney State College offered the following courses for approximately 90 offenders: general psychology, urban geography, communication II, contemporary political issues, Afro-American history and algebra-trigonometry. Nathan Lewis, director of education, reports that many of the courses were popular enough to draw auditors beyond the 17 students per-class agreed upon with Cheyney State College and that the professors were pleased with resident response.

State Correctional Institution, Greensburg

Westmoreland County Community College, the University of Pittsburgh's Main Campus and University of Pittsburgh's Greensburg Campus are the higher education resources for the Greensburg Correctional Institution. Introduction to business and introduction to sociology were offered by Westmoreland County Community College, and political science and psychology were offered by the University of Pittsburgh. There were also a number of courses offered for offenders outside the correctional institution. Neal Mechling, director of education, claims that it is difficult to keep continuity in a college program because of the high number of short-term offenders.

State Correctional Institution, Huntingdon

Courses were offered at Huntingdon this fall through the Altoona Campus of the Pennsylvania State University to over 100 offenders enrolled in the following courses: art education, composition and rhetoric, contemporary man in society, introduction to anthropology, introduction to algebra, introduction to accounting survey and introduction to nursing. Steve Polte, director of education, felt that the college program, as well as the vocational program, was hampered by scheduling problems and the lack of classroom space.

State Correctional Institution, Muncy

Muncy, the only female adult correctional institution in Pennsylvania, enrolled only five women in a clerical procedures course offered by the Northampton County Area Community College. According to Ethel Walker, director of education, parole is the most important reason why the enrollment is low, followed by lack of interest. Diagnostic testing by Northampton County Area Community College is planned to promote enrollment in college courses.

State Correctional Institution, Pittsburgh

Approximately 130 offenders were enrolled in 17 college courses offered by the University of Pittsburgh and the Community College of Allegheny County. Pittsburgh has the largest of all the operating college programs in the eight correctional institutions. Joseph Angert, director of education, has developed a program that includes second-level technical and liberal arts courses.

State Correctional Institution, Rockview

All phases of the Rockview program are provided by the Pennsylvania State University. During the first phase, the offender takes general education courses inside the institution; during the second phase the offender lives in the half-way house and attends college on campus. According to Terry Whitman, director of the New View Program, only 22 offenders were enrolled during the fall term mainly because of the high entrance requirements and restrictions at half-way houses.

EVALUATION OBJECTIVES

The following are the major objectives for this evaluation:

A. To examine the management of the college program. The specific information requested includes:

   1. The school's philosophy and objectives for programs and courses for offenders.

   2. How offenders are selected for courses or programs.

   3. The methods and considerations used to select instructors for the offender program.

   4. The orientation, if any, which is given to instructors before they begin teaching in a correctional setting.

   5. How courses are determined for the correctional institution and whether an inmate could obtain a degree from these course offerings.

6. What supervision the college provides for the instructor in the offender program.

7. A description of special services available to offenders enrolled in courses; e.g., tutors, taped lectures, educational counseling and library privileges.

8. The record-keeping procedures for the offender program; e.g., attendance and reason for withdrawal.

9. The evaluation procedures used to measure the effectiveness of programs or courses; e.g., follow-ups, student evaluation of instruction and outside evaluators.

10. The major weaknesses in the institution's facilities or equipment in regard to the educational program.

11. The institution's procedures that hinder the obtainment of program or course objectives.

B. To determine the quality of the college program. The specific objective is to determine the offender's attitude toward the college program in terms of the instructor and services and their attitudes and values pertaining to the college program.

METHODS AND PROCEDURES

Instruments

The instrumentation used to obtain input data was as follows.

Evaluation of the College Program. This form is comprised of three subscales that measure the offenders' attitudes toward the instructor and services and their attitudes toward and values of the college program. Included in the instrument is an item that measures the overall rating of the program. The responses for each of the 24 items are ranked from high (positive) to low (negative). An inspection of Table 1 on page 10 shows the reliability coefficient was .87 for Subscale I; .74 for Subscale II; and .54 for Subscale III. The overall reliability coefficient was .81. These results indicate that the items cluster around three subscales and, overall, they are highly related. The only weak subscale is Subscale III. This is understandable since measuring offenders' attitudes and values is difficult (see Appendix A).

Offender Postsecondary Program Questionnaire. This is a process form designed to gather information on the college management of the offender program. The questionnaire was directed to the dean of continuing education at each of the participating institutions (see Appendix A).

Sample

Subjects for the study were 443 male and five female offenders enrolled in college programs at the eight state correctional institutions. The breakdown by correctional institution can be found in Table 2 on page 11.

Table 1

Evaluation of the College Program Subscales

Subscale Item	Reliability Coefficient
Subscale I (Offenders' Attitudes Toward the Instructor)	**.87**
1. Training of Instructor	
2. Personality of Instructor	
3. Teaching Methods	
4. Course Organization	
5. Instructor's Attitude	
6. Helpfulness of Instructor	
7. Clarity of Goals	
Subscale II (Offenders' Attitudes Towards the Administration, Facilities and Counseling)	**.74**
1. Quality of Classroom Materials	
2. Training Facilities	
3. Instructional Materials	
4. Use of Visual Aids	
5. Effectiveness of Class Scheduling	
6. Library Facilities	
7. Information on Job Opportunities	
8. Educational Guidance	
9. Social Guidance	
Subscale III (Offenders' Attitudes and Values Toward the College Program)	**.54**
1. Attitude on Entering the College Program	
2. Worthwhile Effort	
3. Special Interest or Challenge	
4. New Aspirations for Life	
5. Opportunity for a Better Life	
6. Personal Benefits	
7. Opportunity for Development of Self-Reliance	
Total Scale (23 Items)	**.81**

Table 2

Number of Offenders in Each Institution Completing the Questionnaire

Correctional Institution	Number of Offenders
Camp Hill	32
Dallas	81
Graterford	9
Greensburg	34
Huntingdon	57
Muncy	5
Pittsburgh	175
Rockview	50
Total	443

Procedures

The offenders' Postsecondary Program Questionnaire was completed by the deans of continuing education at each of the participating higher education institutions. The results section summarizes the responses to the questionnaire. The individual institution responses can be found in Appendix B.

Each offender in the sample completed the Evaluation of the College Program and the director of education verified the descriptive data at the top of the form. The responses to each item are summarized in the results section. All forms and questionnaires were administered during December 1975.

RESULTS

The results section is designed to reflect outcomes as they relate to each of the specific evaluation objectives.

Evaluation Objective A. To examine the management of the college program.

The following is a summary of responses from 11 of the 14 deans of continuing education to the 11 questions on the Postsecondary Program Questionnaire:

The first question dealt with the school's philosophy and objectives for offender programs. The general philosophy of the participating colleges is to provide individuals an opportunity to develop their capabilities and interest through education. The process of education will develop these abilities by providing the offender a means to gather knowledge and expand cultural awareness. Results of this process are self-understanding, realization and overall personal growth. The common objectives of these programs are to enable the inmate to earn college credit and to provide an academic base that furthers these objectives through an earned degree or certificate. It is hoped that the degree or certificate will enhance the inmate's ability to become employed upon release or after completion of an educational program.

The second question asked how offenders are selected for the program. The first requirement for admission to a college program is that the inmate have a high school diploma or a GED equivalent. When that requirement is met, it is then determined if the inmate will remain incarcerated for the duration of the semester. Finally, the inmate's potential for success is determined by the institution's counseling staff.

Methods and considerations for selection of instructors comprised the subject of the third question. The participating college selects instructors for offender programs on the basis of availability, academic background and experience. In the more subjective area the colleges attempt to select staff who will generate positive attitudes towards education.

Regarding the fourth question on orientation of teachers to the correctional setting, most colleges attempt to have faculty visit the institutions before the programs begin. An instructor meets with the education director and staff and becomes familiar with the physical layout and the institution's rules and regulations. Use of supportive services and the inmates' background are also discussed.

Question five dealt with course selection and degree possibilities. Course selection is determined by the institution and the college. The emphasis is on basic education courses such as English composition and basic college math. The purpose of this emphasis is that these courses can be transferred to other colleges and can be applied to a degree program. At some correctional facilities it is possible for an inmate to earn a degree. Postsecondary programs are relatively new at most state correctional institutions and few, if any, degrees were earned in the institution. This is not to say, however, that inmates have not gone on to earn degrees after release.

Supervision of the instructor in the offender program by the college (Question Six) is on the same line as on campus: the instructor is under the direct supervision of the department chairman. As an instructor in a continuing education program, he/she is also under the supervision of the dean of continuing education. Because of the "special" status of offender programs, the colleges make a concentrated effort to keep channels of communication open so that an individual instructor can discuss unusual problems.

Special services, such as tutors, taped lectures, counseling and library privileges (Question Seven), vary from institution to institution. These services depend on space, staff available and the degree to which the colleges have developed these services. Most of the programs have counseling services and either provide for visits to the college library or bring library materials to the institution. A better understanding of these services can be found in the individual responses in Appendix B.

Record-keeping (Question Eight) is fairly consistent in all the programs, since general attendance is kept by the instructor. Extended absences can result in withdrawal or request for withdrawal. An alternative is counseling or other assistance. The attendance records are reviewed regularly to determine if such services may be needed. Inmate withdrawals from a course are recorded, as are transcripts and the number of noncredit courses an inmate takes.

Question Nine addresses itself to evaluation procedures. For the most part the grade a student earns serves as an evaluation of the individual's performance. Some programs also provide for a student evaluation of the instructor and the course by an instrument developed by the college. Less formal procedures employed include verbal feedback from inmates and inmate-instructor discussions.

Questions 10 and 11 deal with program weaknesses and inhibitive institution procedures. Program weaknesses result from limitations of a facility, not general program objectives. The needs are for equipment, labs and library facilities. Institution procedures that hinder the postsecondary programs relate to security, which presents difficulties in scheduling classes and sometimes prevents outside class activities.

Evaluation Objective B. To determine the quality of the college program. The specific objective is to determine the offenders' attitudes toward the college program in terms of the instructor and services and their values.

The results of this section are divided into three clusters that are measured by three subscales in the Evaluation of the College Program.

The results in Table 3 on page 14 show the total general rating of the college program is 4.27 (good). The results of the following subscales verify this "good" rating.

Perceptions of the Instructors

Subscale I measures the perceptions the offenders have toward instructors in the college program. Table 3 shows that the scores for Subscale I range from 3.95 to 4.63 (average to excellent); this range indicates that offenders have a positive attitude toward the institutional staff in the college program. Table 4 on page 15 summarizes the responses for each item on Subscale I. The following description highlights the major perceptions the offenders have toward the instructor:

In response to item 2, 80 per cent stated that their instructors were well trained and had adequate experience; only one per cent said that their instructors had insufficient training and experience. Concerning personality (item 3), 72 per cent of the offenders rated the instructor interesting but business-like and a good instructor. Only three per cent said instructors were uninteresting. In regard to the instructor's methods and organization (items 4 and 5), 40 per cent felt their instructor was creative or innovative; and 30 per cent felt they were conservative but had a sense of humor. Response to the instructor's organization was good, as 67 per cent said the instructor was well organized and only four per cent said the organization was weak. On item 7, concerning the instructor's attitudes towards the class, 71 per cent said the instructors were cooperative and supportive. Most of the group were positive concerning the instructor's solutions of learning problems (item 11). Forty-nine per cent said they received individual help. A total of nine per cent stated the instructors were unconcerned and gave no help. To most of the offenders 63 per cent of the instructor's goals (item 12) were clear and meaningful.

Table 3

Offenders' Responses to Each of the 24 Items on the Evaluation of the College Program

Item	Camp Hill N	Camp Hill SCORE	Dallas N	Dallas SCORE	Graterford N	Graterford SCORE	Greensburg N	Greensburg SCORE	Huntingdon N	Huntingdon SCORE	Muncy N	Muncy SCORE	Pittsburgh N	Pittsburgh SCORE	Rockview N	Rockview SCORE	Total* N	Total* SCORE
Scale 1																		
1	32	4.43	81	3.46	9	4.88	33	4.48	57	4.56	6	4.50	163	3.98	50	4.62	431	4.27
2	32	4.68	81	4.67	9	4.88	34	4.67	57	4.91	6	4.50	176	4.49	49	4.69	444	4.63
3	31	4.35	82	4.54	9	4.88	34	4.73	57	4.64	6	4.83	178	4.34	49	4.46	446	4.48
4	32	3.71	79	3.98	9	3.44	34	4.38	57	4.26	6	4.33	175	3.86	49	3.73	441	3.95
5	32	4.81	81	3.48	9	5.00	34	4.35	57	4.78	6	4.83	178	4.25	49	4.30	446	4.38
7	32	4.87	81	4.67	9	4.88	34	4.47	57	4.73	6	4.83	176	4.38	50	4.38	445	4.53
11	32	4.21	81	3.22	9	3.88	34	4.26	57	4.08	6	4.83	174	3.96	50	4.11	443	4.10
12	32	4.40	79	4.24	9	5.00	34	4.41	57	4.53	6	4.66	172	4.25	50	4.00	439	4.34
Scale 2																		
6	32	4.35	81	4.34	9	3.11	34	4.58	57	3.82	6	4.83	175	3.80	50	4.25	444	4.09
8	32	4.00	81	3.80	9	3.55	34	4.29	57	3.42	6	4.66	174	3.20	49	4.40	442	4.33
9	32	4.43	81	3.82	9	3.33	34	4.26	57	3.82	6	4.83	173	2.91	50	3.98	442	3.61
10	32	2.62	81	3.59	9	2.88	34	3.08	57	3.50	6	4.83	175	3.02	49	3.18	443	3.36
13	32	3.25	81	3.70	9	4.44	34	4.67	57	2.67	6	4.83	168	4.23	50	4.70	435	4.30
14	32	3.62	90	2.99	9	2.77	34	4.23	40	3.45	6	4.83	174	3.77	50	3.28	435	3.61
15	32	1.96	80	1.60	9	1.70	34	1.70	57	1.61	6	4.50	171	1.64	49	1.71	440	1.77
16	32	3.46	81	3.19	9	4.00	34	3.00	57	2.24	6	4.33	151	2.07	50	3.64	419	2.79
17	32	3.81	81	3.27	9	3.88	34	3.26	56	3.28	6	4.66	173	2.23	49	3.93	439	3.25
Scale 3																		
18	32	4.68	81	4.48	9	4.88	34	4.64	56	4.28	6	4.50	165	4.64	50	3.88	433	4.45
19	32	3.31	79	4.48	9	4.77	34	3.91	57	3.61	6	4.00	173	3.23	50	3.56	439	3.57
20	30	4.26	81	3.96	9	4.66	34	4.32	57	4.00	6	4.50	175	3.40	50	3.94	442	3.50
21	32	4.53	81	4.11	9	4.77	34	3.76	57	4.22	6	4.83	175	4.21	50	4.16	444	4.25
22	32	4.56	80	4.10	9	4.33	34	4.32	57	4.07	6	4.83	169	3.95	50	4.12	437	4.10
23	32	3.68	80	2.86	9	3.44	34	3.00	57	2.82	6	4.83	175	2.92	49	3.24	443	3.04
24	32	4.31	81	3.82	9	3.66	33	4.09	57	3.45	6	4.83	169	4.53	50	3.62	437	4.20

*0 to .99 = Poor; 1.0 to 1.9 = Fair; 2.0 to 2.9 = Average; 3.0 to 3.9 = Good; 4.0 to 5.0 = Excellent

Table 4

Composite of Offenders' Perceptions of Instructors

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
1. General Attitude																		
1. Totally inadequate	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	2	(1)	0	(0)	2	(1)
2. Inadequate	0	(0)	2	(2)	0	(0)	0	(0)	1	(2)	0	(0)	6	(4)	1	(2)	10	(2)
3. Poor	0	(0)	3	(4)	0	(0)	2	(6)	3	(5)	0	(0)	23	(14)	0	(0)	33	(8)
4. Satisfactory	18	(56)	43	(53)	1	(11)	13	(39)	16	(28)	3	(50)	97	(60)	16	(32)	207	(48)
5. Excellent	14	(44)	31	(38)	8	(88)	18	(54)	37	(65)	3	(50)	35	(21)	33	(66)	179	(41)
TOTAL	32	(100)	81	(100)	9	(100)	33	(100)	57	(100)	6	(100)	163	(100)	50	(100)	431	(100)
2. Training of Instructor																		
1. No opinion	1	(3)	3	(3)	0	(0)	2	(6)	0	(0)	0	(0)	9	(6)	0	(0)	15	(3)
2. Insufficient training	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	6	(4)	0	(0)	6	(1)
3. Little experience	1	(3)	4	(4)	0	(0)	0	(0)	2	(3)	0	(0)	5	(2)	2	(4)	14	(3)
4. Well trained	4	(13)	6	(7)	1	(11)	3	(9)	2	(3)	3	(50)	25	(15)	11	(22)	55	(13)
5. Trained & experienced	26	(81)	68	(84)	8	(89)	29	(85)	53	(94)	3	(50)	131	(73)	36	(74)	354	(80)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	176	(100)	49	(100)	444	(100)
3. Personality of Instructor																		
1. Uninteresting instructor	0	(0)	1	(1)	0	(0)	0	(0)	1	(2)	0	(0)	12	(7)	1	(2)	15	(3)
2. Friendly but shallow	0	(0)	2	(2)	0	(0)	0	(0)	0	(0)	0	(0)	4	(2)	1	(2)	7	(1)
3. Good personality but poor instructor	9	(29)	9	(11)	0	(0)	2	(3)	4	(7)	0	(0)	17	(9)	6	(12)	47	(11)
4. Serious but good instructor	2	(6)	9	(11)	1	(11)	5	(15)	8	(14)	1	(17)	22	(12)	7	(14)	55	(13)
5. Interesting but businesslike	20	(63)	61	(74)	8	(89)	27	(80)	44	(77)	5	(83)	123	(70)	34	(70)	322	(72)
TOTAL	31	(100)	82	(100)	9	(100)	34	(100)	57	(100)	6	(100)	178	(100)	49	(100)	446	(100)
4. Teaching Methods																		
1. Stereotype of an instructor	2	(6)	2	(2)	1	(11)	3	(8)	2	(4)	0	(0)	9	(5)	2	(4)	21	(5)
2. Colorless & disinteresting	3	(9)	2	(2)	0	(0)	0	(0)	0	(0)	0	(0)	13	(7)	4	(8)	22	(5)
3. Conservative & thorough	9	(28)	13	(16)	2	(22)	2	(5)	10	(17)	1	(17)	36	(21)	15	(31)	88	(20)
4. Conservative with sense of humor	6	(19)	39	(49)	3	(33)	5	(15)	14	(25)	2	(33)	51	(29)	12	(24)	132	(30)
5. Creative or innovative	12	(38)	23	(29)	3	(33)	24	(72)	31	(54)	3	(50)	66	(38)	16	(33)	178	(40)
TOTAL	32	(100)	79	(100)	9	(100)	34	(100)	57	(100)	6	(100)	175	(100)	49	(100)	441	(100)
5. Course Organization																		
1. Waste of time	0	(0)	1	(1)	0	(0)	2	(6)	0	(0)	0	(0)	7	(4)	4	(8)	14	(3)
2. Weak in planning	1	(3)	5	(6)	0	(0)	1	(3)	0	(0)	0	(0)	9	(5)	2	(4)	18	(4)
3. Adequate	1	(3)	9	(11)	0	(0)	4	(12)	3	(5)	0	(0)	27	(15)	7	(14)	51	(11)
4. Good	6	(19)	15	(18)	0	(0)	3	(8)	6	(11)	1	(17)	23	(13)	7	(14)	61	(15)
5. Well organized	24	(75)	50	(62)	9	(100)	24	(72)	48	(84)	5	(83)	112	(63)	30	(60)	302	(67)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	178	(100)	49	(100)	446	(100)
7. Instructor's Attitude																		
1. Hostile	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	3	(2)	2	(1)	5	(1)
2. Resentful & Uncooperative	0	(0)	0	(0)	0	(0)	2	(5)	0	(0)	0	(0)	4	(2)	3	(6)	9	(2)
3. Suspicious & cynical	1	(3)	7	(8)	0	(0)	4	(12)	2	(5)	0	(0)	20	(12)	5	(1)	40	(9)
4. Business like but interested	2	(6)	12	(15)	1	(11)	4	(12)	9	(16)	1	(17)	45	(25)	4	(8)	78	(17)
5. Cooperative & supportive	29	(91)	62	(76)	8	(89)	24	(71)	45	(79)	5	(83)	104	(59)	36	(72)	313	(71)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	176	(100)	50	(91)	445	(100)
11. Helpfulness of Instructor																		
1. No individual help	3	(9)	6	(7)	0	(0)	2	(5)	1	(2)	0	(0)	12	(7)	1	(2)	25	(6)
2. Somewhat unconcerned	0	(0)	3	(4)	0	(0)	0	(0)	0	(0)	0	(0)	8	(5)	3	(6)	14	(3)
3. Has interest--helped occasionally	4	(12)	10	(12)	1	(11)	6	(18)	7	(12)	0	(0)	24	(14)	13	(26)	65	(15)
4. Helps a lot	5	(15)	30	(37)	2	(22)	5	(15)	12	(22)	1	(17)	60	(34)	6	(12)	121	(27)
5. Alert & gave help to individual problems	20	(64)	32	(40)	6	(66)	21	(62)	36	(64)	5	(83)	70	(40)	27	(54)	217	(49)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	56	(100)	6	(100)	174	(100)	50	(100)	442	(100)
12. Clarity of Goals																		
1. No point in the class	1	(3)	0	(0)	0	(0)	1	(3)	0	(0)	0	(0)	5	(3)	1	(2)	8	(2)
2. Goals not appropriate	1	(3)	4	(5)	0	(0)	1	(3)	0	(0)	0	(0)	11	(6)	4	(8)	21	(5)
3. Know the goals & intent	5	(12)	18	(23)	0	(0)	4	(12)	6	(12)	0	(0)	19	(11)	10	(20)	62	(14)
4. Goals recognizable	2	(6)	12	(15)	0	(0)	5	(15)	4	(7)	2	(34)	38	(22)	7	(14)	70	(16)
5. Goals clear & meaningful	23	(73)	45	(57)	9	(100)	23	(67)	47	(81)	4	(66)	99	(58)	28	(56)	278	(63)
TOTAL	32	(100)	79	(100)	9	(100)	34	(100)	57	(100)	6	(100)	172	(100)	50	(100)	439	(100)

Perceptions of Services

The educational programs in the correctional institutions have instructional materials, library and counseling services. Subscale II measures the offenders' perceptions of these services.

Table 3 shows that Subscale II scores range from 1.77 to 4.33 (fair to good); this range indicates weaknesses in job counseling, job information and educational counseling. These weaknesses were perceived in almost every institution. Table 5 on page 17 summarizes the responses for each item on Subscale II. The following description indicates the major perceptions that the offenders have toward the educational services provided by the correctional institution:

Training facilities (item 8) were judged to be satisfactory but needed some improvement, said 46 per cent of the offenders; 24 per cent said the same facilities were excellent. On items 6 and 9 (perceptions of the quality and availability of instructional materials) 59 per cent said the materials were planned and very usable, while 45 per cent said the materials were adequate and available and 23 per cent said occasionally materials were not available. On item 10, 33 per cent said the blackboards were used extensively and 32 per cent said the instructor used a wide variety of teacher-made and commercially-made materials. The responses to item 14 were mixed: 36 per cent said the libraries had adequate materials for the program and 34 per cent said books and technical materials were in short supply. On item 13, 68 per cent said that their class schedules worked out alright and 10 per cent said the time allotments were inadequate for both class and study labs.

Counseling seems to be the weakest service in the correctional institution. In response to item 15 (information on job opportunity) 61 per cent said no job information was given and only six per cent said an employment counselor was available for personal discussions. In response to item 16 (educational guidance) 38 per cent said the instructor assisted in registration periods and 20 per cent said they received regular guidance services. A total of 34 per cent said the only guidance they received was through college bulletins and other printed materials. Responses to item 17 (personal and social guidance) showed that 23 per cent said that counseling was good and that it reshaped their attitudes toward future work; 20 per cent said counseling assistance was either absent or a waste of time.

Perceptions of Values and Attitudes

One of the more important aspects of prison rehabilitation deals with developing positive changes in the values and attitudes of the offender. Subscale III measures changes in values and attitudes, as experienced and perceived by offenders in college programs.

Table 3 shows that the scores for Subscale III range from 3.04 to 4.45 (average to excellent), which indicates that offenders have high values and attitudes towards the educational program. Table 6 on page 18 summarizes the responses for each item on Subscale III. The following explains the major perceptions that the offenders have toward the college program in the correctional institution:

Responses to item 18 (the offenders' attitudes upon entry into the program) reveal that the large majority (63 per cent) felt that participating in the college program was a privilege and that it provides an opportunity for a better life.

Table 5

Composite of Offenders' Perceptions
Towards Administration, Facilities and Counseling

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
6. Quality of Classroom Materials																		
1. Little preplanning	1	(3)	0	(0)	0	(0)	1	(3)	5	(9)	0	(0)	11	(6)	1	(2)	19	(4)
2. Reading list inadequate	0	(0)	6	(7)	2	(22)	0	(0)	5	(9)	0	(0)	40	(23)	2	(4)	55	(15)
3. Planning appeared weak	6	(19)	14	(18)	5	(56)	5	(15)	15	(26)	0	(0)	13	(9)	13	(26)	73	(16)
4. Materials were suitable	5	(16)	6	(7)	1	(11)	0	(0)	2	(3)	1	(17)	16	(9)	2	(4)	33	(7)
5. Materials were very useable	20	(63)	55	(67)	1	(11)	28	(83)	30	(53)	5	(83)	93	(53)	32	(64)	264	(59)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	175	(100)	50	(100)	444	(100)
8. Training Facilities																		
1. Totally inadequate	1	(3)	4	(5)	1	(11)	1	(3)	4	(7)	0	(0)	29	(17)	0	(0)	40	(9)
2. Poorly equipped	0	(0)	1	(1)	1	(11)	1	(3)	10	(17)	0	(0)	29	(17)	0	(0)	42	(9)
3. Adequate but not comfortable	8	(25)	20	(25)	0	(0)	1	(3)	9	(16)	0	(0)	13	(7)	2	(4)	53	(12)
4. Satisfactory	6	(19)	38	(47)	6	(66)	15	(44)	26	(46)	2	(34)	84	(48)	25	(51)	202	(46)
5. Excellent	17	(53)	18	(22)	1	(11)	16	(47)	8	(14)	4	(66)	19	(11)	22	(45)	105	(24)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	174	(100)	49	(100)	442	(100)
9. Quality of Instructional Materials																		
1. Adequate and available	1	(3)	10	(12)	0	(0)	0	(0)	5	(9)	0	(0)	46	(27)	1	(2)	63	(14)
2. Available but poor quality	0	(0)	1	(1)	1	(11)	1	(3)	5	(9)	0	(0)	24	(14)	2	(4)	38	(9)
3. Occasionally materials missing	5	(16)	21	(26)	5	(56)	6	(17)	15	(26)	0	(0)	38	(22)	13	(26)	104	(23)
4. Gaps in materials	4	(13)	9	(11)	2	(22)	3	(9)	2	(3)	1	(17)	15	(9)	2	(4)	38	(9)
5. Insufficient materials	22	(69)	40	(49)	1	(11)	24	(71)	30	(53)	5	(83)	43	(26)	32	(64)	199	(45)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	173	(100)	50	(100)	442	(100)
10. Use of Visual Aids																		
1. Textbooks were used	8	(25)			3	(33)	11	(33)	5	(9)	0	(0)	31	(18)	7	(14)	72	(16)
2. Course outline	4	(13)	0	(0)	1	(11)	4	(12)	7	(12)	0	(0)	10	(6)	9	(18)	35	(8)
3. Extensive use of blackboards	16	(50)	39	(48)	2	(22)	1	(3)	20	(35)	0	(0)	56	(32)	12	(25)	146	(33)
4. Transparencies & movies	0	(0)	8	(10)	0	(0)	7	(20)	4	(7)	1	(17)	17	(10)	10	(20)	47	(11)
5. Variety of materials	4	(13)	27	(33)	3	(33)	11	(33)	21	(37)	5	(83)	61	(35)	11	(23)	143	(32)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	175	(100)	49	(100)	443	(100)
13. Effectiveness of Class Scheduling																		
1. Instructional time & study impossible	1	(3)	4	(5)	0	(0)	1	(3)	0	(0)	0	(0)	10	(6)	1	(2)	17	(4)
2. Insufficient time for good grades	3	(9)	20	(25)	0	(0)	1	(3)	1	(2)	0	(0)	7	(4)	0	(0)	32	(7)
3. Time inadequate for lab & class	9	(28)	12	(15)	0	(0)	0	(0)	4	(7)	0	(0)	21	(12)	3	(6)	49	(11)
4. Time allotments inadequate	0	(0)	5	(6)	1	(11)	4	(12)	6	(16)	1	(17)	23	(15)	2	(4)	44	(10)
5. Schedule was OK	19	(59)	40	(49)	8	(88)	28	(83)	46	(80)	5	(83)	105	(63)	44	(88)	295	(68)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	168	(100)	50	(100)	437	(100)
14. Library Facilities																		
1. Many periodicals not available	0	(0)	11	(12)	2	(22)	3	(9)	8	(20)	0	(0)	11	(6)	4	(8)	39	(9)
2. Books are obsolete	0	(0)	9	(10)	2	(22)	1	(3)	5	(13)	0	(0)	8	(5)	6	(12)	31	(7)
3. Technical books in short supply	20	(63)	32	(35)	3	(33)	4	(12)	6	(15)	0	(0)	56	(32)	26	(52)	147	(34)
4. Books available but poorly indexed	4	(13)	16	(18)	0	(0)	3	(9)	3	(7)	1	(17)	33	(19)	0	(0)	60	(14)
5. Collections are adequate	8	(25)	22	(24)	2	(22)	23	(68)	18	(45)	5	(83)	66	(38)	14	(28)	158	(36)
TOTAL	32	(100)	90	(100)	9	(100)	34	(100)	40	(100)	6	(100)	174	(100)	50	(100)	435	(100)
15. Information on Job Opportunities																		
1. No job information	18	(56)	37	(46)	5	(55)	24	(71)	33	(58)	0	(0)	118	(68)	34	(70)	269	(61)
2. Talked informally about jobs	2	(6)	12	(15)	3	(33)	5	(15)	15	(26)	0	(0)	27	(16)	7	(14)	71	(16)
3. Job information passed out	9	(28)	29	(36)	0	(0)	0	(0)	7	(12)	0	(0)	10	(6)	1	(2)	56	(13)
4. Classes on job opportunity	1	(3)	0	(0)	0	(0)	1	(3)	2	(3)	3	(50)	8	(5)	2	(4)	17	(4)
5. Employment counselor available	2	(6)	2	(2)	1	(11)	4	(12)	0	(0)	3	(50)	10	(6)	5	(10)	27	(6)
TOTAL	32	(100)	80	(100)	9	(100)	34	(100)	57	(100)	6	(100)	173	(100)	49	(100)	440	(100)
16. Educational Guidance																		
1. College bulletins	3	(9)	10	(13)	7	(11)	14	(42)	18	(32)	0	(0)	90	(60)	3	(6)	145	(34)
2. Group counseling	0	(0)	1	(1)	0	(0)	0	(0)	0	(0)	0	(0)	2	(1)	3	(6)	6	(1)
3. At registration periods	20	(63)	49	(60)	2	(22)	5	(16)	27	(48)	1	(17)	32	(21)	22	(44)	158	(38)
4. Many employment tips given	3	(6)	5	(6)	2	(22)	0	(0)	4	(7)	2	(33)	11	(7)	3	(6)	29	(7)
5. Regular guidance services	7	(22)	16	(20)	3	(33)	14	(42)	8	(14)	3	(50)	16	(11)	19	(38)	86	(20)
TOTAL	32	(100)	81	(100)	14	(100)	33	(100)	57	(100)	6	(100)	151	(100)	50	(100)	424	(100)
17. Social Guidance																		
1. Waste of time	1	(3)	7	(9)	2	(2)	7	(20)	13	(23)	0	(0)	93	(54)	4	(8)	127	(29)
2. Difficulty understanding	0	(0)	0	(0)	0	(0)	1	(3)	0	(0)	0	(0)	1	(1)	0	(0)	2	(1)
3. Insufficient counseling time	15	(47)	50	(63)	0	(0)	4	(12)	17	(30)	0	(0)	46	(27)	10	(20)	142	(32)
4. Mostly educational counseling	4	(13)	10	(13)	2	(22)	10	(29)	10	(18)	2	(34)	12	(7)	16	(33)	66	(15)
5. Counseling was good	12	(38)	13	(16)	5	(55)	12	(35)	16	(29)	4	(66)	21	(12)	19	(38)	102	(23)
TOTAL	32	(100)	80	(100)	9	(100)	34	(100)	56	(100)	6	(100)	173	(100)	49	(100)	439	(100)

Table 6

Composite of Offenders' Perceptions and Attitudes

Item	Camp Hill N	Camp Hill %	Dallas N	Dallas %	Graterford N	Graterford %	Greensburg N	Greensburg %	Huntingdon N	Huntingdon %	Muncy N	Muncy %	Pittsburgh N	Pittsburgh %	Rockview N	Rockview %	Total N	Total %
18. Attitudes on Entering College																		
1. Would not do me any good	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	2	(1)	0	(0)	2	(1)
2. Didn't like it	0	(0)	0	(0)	0	(0)	0	(0)	[illegible]	(0)	0	(0)	1	(1)	0	(0)	1	(1)
3. Help pass the time	2	(6)	15	(19)	0	(0)	0	(0)	8	(14)	1	(17)	7	(4)	4	(8)	37	(8)
4. Really worked at it	6	(19)	21	(26)	1	(11)	12	(35)	24	(43)	1	(17)	34	(21)	17	(34)	16	(27)
5. Good opportunity to learn	24	(75)	45	(55)	8	(89)	22	(65)	24	(43)	4	(66)	121	(73)	29	(58)	277	(63)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	56	(100)	6	(100)	165	(100)	50	(100)	433	(100)
19. Worthwhile Effort																		
1. Benefited very little	0	(0)	1	(1)	0	(0)	0	(0)	1	(2)	0	(0)	9	(5)	1	(2)	12	(3)
2. Aptitudes don't fit	1	(3)	4	(5)	0	(0)	4	(12)	2	(3)	0	(0)	29	(17)	5	(10)	45	(10)
3. Aptitudes do fit	23	(72)	61	(76)	0	(0)	11	(32)	28	(49)	1	(17)	37	(21)	20	(40)	181	(41)
4. Enough training for good job	5	(16)	11	(14)	2	(25)	3	(9)	13	(23)	2	(33)	39	(23)	13	(26)	88	(20)
5. Spend my life in this field	3	(9)	2	(3)	6	(75)	16	(47)	13	(23)	3	(50)	59	(34)	11	(22)	113	(26)
TOTAL	32	(100)	79	(100)	8	(100)	34	(100)	57	(100)	6	(100)	173	(100)	50	(100)	439	(100)
20. Special Interest or Challenge																		
1. Realized skills I didn't have	0	(0)	4	(5)	0	(0)	1	(3)	4	(7)	0	(0)	23	(13)	0	(0)	32	(7)
2. Opportunity to attempt college work	5	(17)	6	(7)	0	(0)	1	(3)	3	(5)	0	(0)	31	(18)	8	(16)	54	(12)
3. Could use for life	1	(3)	19	(23)	1	(11)	5	(15)	13	(23)	1	(17)	29	(17)	10	(20)	79	(18)
4. Opportunity to learn is important	5	(17)	12	(15)	1	(11)	6	(18)	6	(11)	1	(17)	31	(18)	9	(18)	71	(16)
5. Program challenges me	19	(63)	40	(49)	7	(78)	21	(62)	31	(54)	4	(66)	61	(34)	23	(46)	206	(47)
TOTAL	30	(100)	81	(100)	9	(100)	34	(100)	57	(100)	6	(100)	175	(100)	50	(100)	442	(100)
21. New Aspirations for Life																		
1. No real purpose in life	0	(0)	0	(0)	0	(0)	1	(3)	0	(0)	0	(0)	0	(0)	0	(0)	1	(1)
2. Status for first time	1	(3)	4	(5)	0	(0)	2	(6)	3	(5)	0	(0)	13	(7)	1	(2)	24	(5)
3. Challenge in skill training	4	(12)	20	(25)	1	(11)	3	(9)	10	(18)	0	(0)	19	(11)	9	(18)	66	(15)
4. Determined to succeed	4	(12)	20	(25)	0	(0)	13	(38)	10	(18)	1	(17)	60	(34)	11	(22)	119	(27)
5. High personal interest	23	(72)	37	(45)	8	(89)	15	(44)	33	(59)	5	(83)	83	(48)	29	(58)	233	(52)
TOTAL	32	(100)	81	(100)	9	(100)	34	(100)	56	(100)	6	(100)	175	(100)	50	(100)	443	(100)
22. Opportunity for a Better Life																		
1. This will help me	0	(0)	5	(6)	1	(11)	0	(0)	3	(5)	0	(0)	9	(5)	0	(0)	18	(4)
2. Gave me a special skill	0	(0)	0	(0)	0	(0)	1	(3)	0	(0)	0	(0)	9	(5)	3	(6)	13	(3)
3. Job will not be so different	7	(22)	21	(26)	1	(11)	5	(15)	18	(32)	0	(0)	37	(22)	14	(28)	103	(24)
4. Can succeed for first time	0	(0)	10	(13)	0	(0)	10	(29)	5	(9)	1	(17)	39	(23)	7	(14)	72	(16)
5. Given me new confidence	25	(78)	44	(55)	7	(78)	18	(53)	31	(54)	5	(83)	75	(44)	26	(52)	231	(53)
TOTAL	32	(100)	80	(100)	9	(100)	34	(100)	57	(100)	6	(100)	169	(100)	50	(100)	437	(100)
23. Personal Benefits																		
1. Time to study and think	5	(16)	18	(23)	3	(33)	9	(26)	16	(28)	0	(0)	62	(35)	19	(39)	132	(30)
2. College is a special privilege	0	(0)	12	(15)	0	(0)	4	(12)	7	(12)	0	(0)	9	(5)	0	(0)	32	(7)
3. Tailor program to fit special needs	7	(22)	28	(34)	1	(11)	7	(20)	18	(32)	0	(0)	21	(12)	0	(0)	82	(18)
4. One more option	8	(25)	4	(5)	0	(0)	6	(18)	3	(5)	1	(17)	46	(26)	10	(20)	78	(17)
5. Able to make choice and follow through	12	(37)	18	(23)	5	(56)	8	(24)	13	(23)	5	(83)	37	(21)	20	(41)	18	(27)
TOTAL	32	(100)	80	(100)	9	(100)	34	(100)	57	(100)	6	(100)	175	(100)	49	(100)	442	(100)
24. Opportunity for Self-Reliance																		
1. Experiences came too fast	0	(0)	1	(2)	0	(0)	0	(0)	1	(2)	0	(0)	0	(0)	0	(0)	2	(1)
2. Improving self-image	2	(6)	12	(15)	3	(33)	7	(21)	4	(7)	0	(0)	10	(6)	9	(18)	47	(11)
3. Believed I can compete	7	(22)	25	(31)	0	(0)	3	(9)	13	(23)	0	(0)	15	(9)	18	(36)	81	(18)
4. Self-confidence is developing	2	(6)	5	(6)	0	(0)	3	(9)	3	(5)	1	(17)	18	(11)	6	(12)	38	(9)
5. Develop self-reliance to make it	21	(66)	38	(46)	6	(67)	20	(61)	36	(63)	5	(83)	126	(74)	17	(34)	269	(61)
TOTAL	32	(100)	81	(100)	9	(100)	33	(100)	57	(100)	6	(100)	169	(100)	50	(100)	437	(100)

Apparently most of the offenders felt that the program was worthwhile (item 19), since 41 per cent reported that they followed their aptitudes and interests in program assignments. On item 20, 47 per cent felt that the availability of the program provided stimulation and challenge, and 18 per cent felt the opportunity to learn was as important as the skills learned. In regard to item 21, 79 per cent indicated that the program created new goals and aspirations for them, helped them overcome their fear of failure and stimulated a new determination to succeed. In response to item 22, 53 per cent said the program gave them new confidence and 16 per cent felt, for the first time, that they can succeed. A total of 47 per cent said they were able to make choices and follow through on them and 30 per cent felt the college program gave them time to study and think. Responses to item 24 revealed that the majority (61 per cent) felt they developed enough initiative and self-confidence to "make it" in society.

APPENDIX A

Evaluation of the College Program Form

and

Offender Postsecondary Program Questionnaire

EVALUATION OF THE COLLEGE PROGRAM

Name	Instructor
Name of Program	Approximate Number of Hours Completed to Date

DIRECTIONS: Please select one answer for each question.

1. What is your general rating of the college program?
   ( ) Excellent
   ( ) Satisfactory
   ( ) Poor
   ( ) Inadequate
   ( ) Totally inadequate

2. Was the instructor in your class adequately trained?
   ( ) Well trained and adequate experience in the field
   ( ) Well trained and some experience in the field
   ( ) Adequate training but no experience
   ( ) Insufficient training and little experience
   ( ) I don't have an opinion

3. How would you rate your instructor as a personality?
   ( ) Interesting but business-like and a good instructor
   ( ) Too serious but a good instructor
   ( ) Good personality but poor instructor
   ( ) Friendly but shallow
   ( ) An uninteresting person and instructor

4. How would you rate the instructor's style?
   ( ) Creative or innovative
   ( ) Conservative but has a sense of humor
   ( ) Conservative and thorough
   ( ) Colorless and disinteresting
   ( ) Fits the stereotype of an instructor

5. How did the instructor carry on the class?
   ( ) Work was well organized
   ( ) Instruction was good but needed more planning
   ( ) Courses were adequate but not inspiring
   ( ) Instructional program was weak in planning
   ( ) Class was a waste of time

6. What was the quality of classroom materials?
   ( ) Materials were planned and very useable
   ( ) Materials were suitable but were not properly used by the instructor
   ( ) Materials available but planning appeared weak
   ( ) Reading lists inadequate or references unavailable
   ( ) No syllabus and little pre-planning

7. What was the attitude toward the class?
   ( ) Cooperative and supportive
   ( ) Business-like but interested
   ( ) Suspicious and cynical
   ( ) Resentful and uncooperative
   ( ) Hostile

8. What is your opinion of the training facilities?
   ( ) Training facilities were excellent
   ( ) Satisfactory but some imporvement needed
   ( ) Adequate space and equipment but not comfortable
   ( ) Plenty of space but poorly equipped
   ( ) Totally inadequate

9. What is your estimate of quality and availability of instructional materials?
   ( ) All materials adequate and available
   ( ) Materials available but poor in quality
   ( ) Occasionally materials were not available
   ( ) Gaps occurred where materials were not available
   ( ) Insufficient amounts of material

10. Did your instructor use a variety of visual aids?
   ( ) A wide variety of teacher-made and commercially made materials used
   ( ) Transparencies and movies frequently used
   ( ) Extensive use of blackboards
   ( ) Course outlines and printed materials
   ( ) Textbooks and workbooks were used

11. Was the instructor helpful and supportive in the solution of student learning problems?
   ( ) The instructor was alert to individual problems and managed to help individually.
   ( ) The instructor did a lot but circumstances prevented much help.
   ( ) The instructor showed an interest in problems and helped occasionally.
   ( ) The instructor returned papers with comments but somewhat unconcerned.
   ( ) The instructor did not explain well and offered no individual help.

12. Were the instructor's goals for the class clear?
   ( ) The expectations of the instructor were clear and meaningful.
   ( ) The goals were recognizable, but the class could not relate to them.
   ( ) I believe I know what the goals and intent of the instructor were.
   ( ) The goals set out for the class were not appropriate.
   ( ) I saw no point inthe class at all.

13. Could the scheduling of the class have been more effectively done?
   ( ) My schedule of class and study periods worked out all right.
   ( ) Time allotments were inadequate for both class and study labs.
   ( ) Time allotments were adequate but poorly structured.
   ( ) Time allotments were insufficient to give necessary time for good grades.
   ( ) Instructional time and study hours were insufficient and impossible.

14. Are library facilities and materials adequate for the program?
   ( ) Collections have most of the needed materials for classes.
   ( ) Some books and materials are available but poorly indexed.
   ( ) Books and technical materials are in short supply.
   ( ) Materials and books available are obsolete.
   ( ) Many current periodicals and other materials are not available.

15. At some point in the training program were you given information on job opportunity?
( ) An employment counselor was available for personal discussions.
( ) Periodic classes were devoted to discussion of job opportunity.
( ) Job pamphlets and other printed material were passed out.
( ) The instructor talked informally about jobs.
( ) No job information given

16. How did you receive educational guidance?
( ) Regular guidance and rehabilitation services were offered.
( ) The instructor constantly gave employment tips and guidance.
( ) The instructor assisted us at registration periods.
( ) Group counseling sessions were held on diploma requirements.
( ) Through college bulletins and other printed materials

17. Was your program hampered by a lack of personal or social guidance?
( ) Counseling was good and reshaped my attitudes toward future work.
( ) Counseling was predominantly toward educational objectives.
( ) Counseling was available but insufficient time made it ineffective.
( ) Counselor had difficulty understanding my problems.
( ) Counseling assistance was either absent or waste of time.

18. What were your attitudes on entering the college program?
( ) I feel it was a privilege and a good opportunity to learn.
( ) I feel it was good and really worked at it.
( ) I thought it would help pass the time.
( ) I've worked with my hands before and didn't like it.
( ) I did not think it would do me any good.

19. Do you feel that the effort and time expended was worthwhile?
( ) I believe that I'll spend the rest of my life in this career field.
( ) I've gotten enough training and interest to get a job.
( ) My aptitudes and interests have been followed in program assignments.
( ) My natural aptitudes don't fit the program available.
( ) I benefited very little from the program.

20. Has the college program provided a special interest or challenge to you?
( ) The availability of a college program stimulated and challenged me.
( ) The opportunity to learn was as important as the skills learned.
( ) The program was something I could carry with me for life.
( ) I had an opportunity for the first time to attempt college work.
( ) I realized there were skills and knowledge I didn't have.

21. Has the college program given new goals or have you developed new aspirations for your life?
( ) This represents a new venture for me and has high personal interest.
( ) I have overcome my fear of failure and am determined to succeed.
( ) For the first time I discovered a challenge in skill training.
( ) Going to college had real status for me for the first time.
( ) I did not and still do not have any real purpose in life.

22. Do you feel that the college program has or will give you an opportunity for a better life?
( ) Achieving in my college classes has given me new confidence.
( ) My attitudes now are such that I believe I can succeed for the first time.
( ) Getting and keeping a job will not be so difficult.
( ) I have hope that for the first time I will have a special skill.
( ) I have never had a good job; this will help me.

23. What have been the personal benefits you have derived from participating in the college classes?
    ( ) I have been able to make choices and follow through on them.
    ( ) Participation in the college program gave me one more option.
    ( ) I was able to tailor my program to fit my special needs.
    ( ) The college program is regarded as a special privilege.
    ( ) Enrolling in the college program has given me time to study and think.

24. Has the curriculum provided each participant with a balance of opportunity for self-reliance and supportive structure?
    ( ) I have developed enough initiative and self-reliance to make it in society.
    ( ) Self-confidence is slow developing, but is coming.
    ( ) I believe I can compete in modern society but am a little shaky.
    ( ) I am improving my self-image slowly as I achieve.
    ( ) I have floundered because challenges and new experiences came too fast.

OFFENDER POSTSECONDARY PROGRAM QUESTIONNAIRE

The Pennsylvania Department of Education is conducting a survey to determine how college programs for offenders are operating throughout the eight state correctional institutions. As one of the participating institutions, your assistance on this project is necessary in order for PDE to improve and expand the programs.

Please provide the information which is requested below:

1. State the school's philosophy and objectives for programs and courses for offenders.

2. Describe how offenders are selected for courses or programs.

3. What methods and considerations are utilized to select instructors for the offender program?

4. Explain the orientation, if any, which is given to instructors before they begin teaching within a correctional setting.

5. Explain how you determine what courses will be offered for the correctional institution and state whether an inmate could obtain a degree from these course offerings.

6. What supervision does the college provide for the instructor in the offender program?

7. Describe special services that are available to offenders enrolled in your courses; e.g., tutors, taped lectures, educational counseling and library privileges.

8. Describe the record-keeping procedures for the offender program; e.g., attendance and reason for withdrawal.

9. What evaluation procedures are used to measure the effectiveness of programs or courses; e.g., follow-ups, student evaluation of instruction and outside evaluators?

10. Specify the major weaknesses in the institution's facilities or equipment in regard to the educational program.

11. Please specify institution procedures that hinder the obtainment of program or course objectives.

BLOOMSBURG STATE COLLEGE
Bloomsburg, Pennsylvania

Offender Postsecondary Program Questionnaire

1. State the school's philosophy and objectives for programs and courses for offenders.

Bloomsburg State College has the philosophy that it is to serve the people of its region no matter what their station in life happens to be. The objectives of this specific program are to allow the populous of this region to participate in college credit courses so they can complete degree programs, not only for future jobs, but also for cultural enrichment and the improvement of self-concept.

2. Describe how offenders are selected for courses or programs.

The selection process takes place within the Chase Correctional Institution, in which we have had three courses during the last six months. Bloomsburg State College has a rather open admissions policy into the non-degree credit program. Therefore, everyone that is recommended by the correctional institution is accepted within Bloomsburg State College's program.

3. What methods and considerations are utilized to select instructors for the offender program?

The selection process for the instructors to be involved in this program is done through the department in consultation with the dean of extended programs. There are several factors that we use in our deliberations and they are:

1. Previous experience of the instructors in working in correctional institutions.
2. The temperament and disposition of the faculty in terms of working with diversified groups.
3. The willingness of the faculty to provide extra help and instruction for this population.

The competency of the instructor in terms of dealing with the subject matter is an assumed assumption in all of the three above considerations.

4. Explain the orientation, if any, which is given to instructors for the offender program before they begin teaching within a correctional setting.

The orientation process has been that the instructor and the dean of extended programs visit the institution and spend about a three-hour briefing session with the director of education. We tour the facilities, look at the classroom, look at the materials, and talk to some of the potential students in the class. The instructor then returns for a second briefing session with the director of education and the various personnel within the correctional institution.

5. Explain how you determine what courses will be offered for the correctional institution and state whether an inmate could obtain a degree from these course offerings.

The course offerings are based on the student demands within the institution and the coordinating efforts of the director of education at Chase. All the courses that Bloomsburg offers currently can be used for a degree program.

6. What supervision does the college provide for the instructor in the offender program?

The dean of extended programs confers with the instructors on a bi-weekly basis in terms of the content covered and any problems that occur within the program. Once during the semester, the dean of the extended programs visits the institution to check on any problems that may occur. The director of education at Chase Institution has been observing classes and has been working with the instructors in terms of any problems that may occur at that end.

7. Describe special services that are available to offenders enrolled in your courses; e.g., tutors, taped lectures, educational counseling and library privileges.

Through grant monies, Bloomsburg State College has been providing a library at the correctional institution for the students involved. We have made several taped lectures, but at this time have not provided any tutorial services. This may be taking place within Chase Institution itself, but we are not aware of it.

8. Describe the record-keeping procedures for the offender program; e.g., attendance and reason for withdrawal.

Bloomsburg's faculty member keeps the normal attendance procedures that are required by the institution in terms of college credit courses. In each withdrawal case from the course, we check into the reason on why the student is leaving the course; particularly if it is for academic concerns, which is our major concern.

9. What evaluation procedures are used to measure the effectiveness of programs or courses; e.g., follow-ups, student evaluation of instruction and outside evaluators?

During this past summer, we have done a cross analysis of the grades and evaluations of the students and compared them to the undergraduates which are working on this campus. We found a significant difference, in that the students involved in the offenders program had significantly higher grades than those that were taking similar courses on our campus this summer.

10. Specify the major weaknesses in the institution's facilities or equipment in regard to the educational program.

I believe this question is one that could be answered by Chase Institution only. I do not see how Bloomsburg can evaluate the current facilities of these, other than my own personal observation in that they have improved tremendously in the last year and one half. Noting that Mr. Crisler has been involved in this, and I have seen tremendous changes because of his leadership.

11. Please specify institution procedures that hinder the obtainment of program or course objectives.

At this time, I think early notification of the contract commitment would facilitate our operation in this program. This past fall we were given late notification, which meant that we had to gear up the course and the instructor in a rather rapid way, and therefore, we could not do some of the pre-planning that we normally do.

LUZERNE COUNTY COMMUNITY COLLEGE
Northeastern Pennsylvania Association of Continuing Education*
Nanticoke, Pennsylvania

Offender Postsecondary Program Questionnaire

1. The thought behind classes in corrective institutions is always rehabilitative, an effort to broaden the outlook of incarcerated persons psychologically as well as to enable them to function outside the prison more efficiently in terms of jobs and material progress.

2. An educational needs survey instrument was devised by NEPACE, an organization of institutions of higher education in this area. This survey was administered by the correctional institution and they handle the selection of students.

3. Instructors have been selected using the following criteria: academic qualifications, professional attitude, and interest in working in the program.

4. Correctional institution personnel conducted an orientation period for program supervisors and instructors prior to the beginning of the first course; NEPACE would like to expand this process in the future in cooperation with correctional institution personnel.

5. Representatives from the five institutions of higher education have determined course offerings to this point. General education courses applicable to most degrees have been offered; a student can obtain an associate degree, but it would be difficult to obtain a baccalaureate degree.

6. No classroom supervision is conducted by individual institutions; each instructor works closely with his superiors in discussing and solving problems that may arise.

7. Counseling is available to all students from all institutions involved, however availability of students is a problem and makes counseling difficult, if not impossible. NEPACE is presently discussing an orientation with correctional personnel; an advisement program for students where all institutions are available for counseling.

8. Instructors record each class meeting attendance for the correctional institution; the institution keeps each college informed concerning withdrawals. Each educational institution maintains transcripts for courses taken and grades are forwarded to the correctional institution.

9. At this point the only evaluation procedures, other than grading, has been a verbal evaluation conducted by the Department of Education Postsecondary Corrections Education personnel.

10. Time and space are limited, scheduling is a problem, private counseling is extremely difficult due to security restrictions. Student helping student is unfeasible because men live in different cell blocks; in addition there are traumatic experiences which make it impossible for a student to complete

an assignment. This issue raised the fundamental question of the department's and/or prison administration's commitment to educational opportunity for the offender. Although we are very much aware of the administrative limitations and security problems inherent in prison facilities, there seems to be a question concerning educational philosophy and priority. For example: one entire room within the facility and thousands of dollars worth of equipment have been committed to a typing class (typing??) while the prison library has yet to be organized or cataloged, lacks supervision and is apparently losing materials more rapidly than they can be acquired.

While the members of NEPACE, with the assistance of the Department of Corrections in Harrisburg, are organizing a volunteer effort by college students and instructors to expand and organize the library, there seems to be little that can be done to alter administrative attitudes which place typing skills as a higher priority than reading in the development of human potential.

11. Again timing and location of classes and access to the library should be mentioned. In addition, there is a problem of contacting correctional personnel and scheduling meetings for student orientation as well as other programs in order to move at a reasonable pace with the overall program.

*NEPACE is a consortium made up of the following higher education institutions:

College Misericordia
Kings College
The Pennsylvania State University, Wilkes-Barre
Wilkes College
Luzerne County Community College

THE UNIVERSITY OF PITTSBURGH
Pittsburgh, Pennsylvania

OFFENDER POSTSECONDARY PROGRAM QUESTIONNAIRE

1. Several major areas of interest define the college's philosophy and objectives concerning the prison program. The college seeks to be of service to the community; it seeks to provide the benefits of a college education to those who might otherwise be denied; it seeks the personal growth and enrichment of the students; and it seeks the betterment of the society as a whole. More specifically, it offers to each student the chance to develop his/her intellectual skills, to think perceptively and insightfully, and to articulate effectively those insights and perceptions.

2. The following rules apply to all prisoners who are selected by prison officials who intend to take University of Pittsburgh courses for the first time and who have not earned an associate degree or 60 credits at other colleges or universities.

   Admission to the College of Arts and Sciences (CAS) will be a two-step process. The initial admission to the university will be a two-year provisional admission, provisional in the sense that, if a student in the prison program does not earn 60 credits in college courses with a "C" or better, the college reserves the right not to admit such a student to a full degree program. However, if a student does earn 60 credits in the college courses with a "C" or better and normally 2.00 Q.P.A. or better, he/she will automatically be considered a full-time student with no strings attached; he/she will be admitted to the degree programs offered by CAS; this is the second step in the process.

   It should also be pointed out that credits earned at other colleges can be applied to the accumulation of 60 credits if the courses are equivalent to University of Pittsburgh undergraduate courses and if a "C" or better was earned. However, in cases where credits have been earned in college-level courses not offered, CAS will accept up to 12 non-CAS credits toward the 60 credits.

   Students are encouraged to earn as many credits at Allegheny Community College (ACC) toward the 60 credits as they can. It should also be noted, however, that ACC will accept up to 30 University of Pittsburgh credits toward the associate degree.

   Making Application

   1. Fill out admission forms and data admission card.
   2. Send high school transcript and G.E.D. test score (if taken).

   Evaluation of Application

   1. A letter of acceptance noting provisional status will be sent to you.
   2. All math and language deficiencies will be indicated. Students will not be required to make up language deficiencies. However, students

are encouraged to take high school math (algebra and geometry) at Allegheny Community College if possible.

The normal progress requirement and probation rules will be waived for all students incarcerated at Western Pen. This waiver may be continued for the first term taken on campus with the dean's permission; it is possible to attend the first term part-time on campus. Thereafter, all rules applying to full-time undergraduates not in the prison program will apply. The first 40 pages of the College of Arts and Sciences Bulletin should be checked for the rules applying to CAS students.

Students will be allowed to take independent study courses only with the permission of the dean. To take an independent study course a student should submit a written request that should include reasons for taking the course, the work to be covered in the course and the name of the faculty member sponsoring the course. The request should accompany the student's registration form.

Students may take courses through the External Studies Program, with permission of the dean. To take an external study course, submit a written request with your registration form.

No student will be allowed to take an Allegheny Community College course once the student has earned over 90 credits. No more than 60 credits can be transferred from community colleges.

No more than 18 credits in a term can be taken at community colleges and University of Pittsburgh, unless the dean gives permission to take additional credits.

3. Instructors are selected by three criteria: interest in the program, department approval of the course they propose and the interest of the inmate-student. When funds are available far enough ahead of time, notices are sent to all university departments asking that interested faculty and staff submit course descriptions. These descriptions are forwarded to the prison, where the inmates select the courses they are most anxious to see offered. The results of this poll are returned to the College of Arts and Sciences office, where the dean (considering student preferences, the need for balanced scheduling, and the need for courses in major areas) decides which six or seven paid courses will be offered for a given term. These paid courses are often supplemented by voluntary courses taught by university faculty at no charge to the program. Several departments take a more active role in providing courses for the prison program by selecting instructors to teach specific courses in their curriculum.

4. In the past little or no orientation has been provided for prison-program instructors. This absence is partially explained by the size of the program, by its tendency to draw on only a small and regular segment of the university community and on only a few departments and by the date of funding grants. But with a modest expansion in the program we hope to set up one orientation and several follow-up sessions in which those teaching at the prison for the first time will get together with those who have taught there before to discuss the program and to ease their adjustment to this new teaching environment.

5. Courses are chosen on the basis of: faculty and department interest, the interests and needs of the students, the need for a balanced schedule that provides courses in major areas (speech, black studies, psychology) and the need for variety and distribution in courses. Yes, a degree can be earned through work in conjunction with Allegheny County Community College. Between the offerings of both schools a degree can be earned. Several inmates graduate from the program each year and several have gone on to graduate school at the university.

6. We provide no supervision for the courses we offer, save the restrictions placed on courses by department requirements. The program has been very small and has attracted only a small number of faculty in the past. With the modes expansion in the program some supervisory procedure may be established. But this supervision is the subject for future discussion based on the needs generated by a slightly enlarged program.

7. Few, if any, inmate-students use the university facilities (libraries, counseling, etc.). I know that the university veteran's affairs staff spends some time at the prison. The inmates do not use the university facilities because they cannot get to them. Once an inmate-student is released and admitted to the college as a regular student all of these facilities and services are as available to him/her as to any other university student.

8. Invoices, courses election records and transcripts are kept in the Advising Center of the College of Arts and Sciences under the supervision of the program coordinators. Class records are kept by the individual instructors and by the prison. We monitor only official transactions: formal withdrawals, drop-adds, registration, etc. The instructor monitors class attendance. The university does not require a student to explain any withdrawals during the first six weeks of a term. After the first six weeks no withdrawals can be processed without the permission of the dean's office. I understand that the prison has an additional regulation: extensive absenteeism constitutes an automatic course withdrawal. But this is a prison rule, not a university rule, and it is monitored by the prison, not the university.

9. We provide little or no formal evaluation procedures. The university believes that class evaluation is an integral part of the learning experience but that it is the responsibility and concern of the individual instructor rather than a university regulation. We try to keep in contact with the program instructors, to get as much feedback on the program and its needs as we can. We also keep in touch with the students; one of the program coordinators spends time each week at the prison and is available to the inmate-student. This feedback from both students and instructors helps us formulate plans for future terms. For example, student dissatisfaction with the limited course offerings in the fall has led to an expansion of the program. For the winter term we will have eight or nine departments represented, whereas in the past only four or five were represented. We hope this will lead to an even greater number of departments providing courses in future terms. We discovered a mathematical deficiency through feedback from an instructor who had taught a statistics course there several terms ago. We are now trying to devise a course that will deal with this deficiency and that will enable students to take future statistics courses without this mathematical handicap.

10-11. Some procedures of the institution make it difficult for us to staff our classes. Time restrictions and restrictions on the days classes may be offered make it impossible for some interested and qualified people to teach there.

THE PENNSYLVANIA STATE UNIVERSITY
ALTOONA CAMPUS
Altoona, Pennsylvania

Offender Postsecondary Program Questionnaire

1. It is our purpose to provide educational programs to all who desire to upgrade themselves. Offenders are no exception, especially when such an experience can play a major role in the rehabilitation process.

2. The only requirement placed upon the selection of offenders is that they hold a high school diploma or General Equivalency Diploma.

3. Instructor selection is based upon competency in the subject area to be taught. Competency is determined by the various colleges within the university. Both full-time and part-time faculty are used; each individual's personal commitments and personality are considered. A pool of approved instructors is maintained; at any time any instructor can be contacted for a teaching assignment.

4. The general purpose of conducting an education program at the institution is given. An interview is then arranged with institutional personnel for a more indepth interview and orientation.

5. Course interest is determined by surveys made by institutional staff members. After survey results are discussed, specific courses are finally selected. Inmates can apply most undergraduate credit courses toward either an associate degree or a baccalaureate degree.

6. No answer.

7. Since the two-year associate degree in sociology is currently being implemented, educational counseling and library services will be a part of the total program.

8. Regular attendance rosters and withdrawal forms are used. Attendance rosters are submitted every other week for control purposes.

9. Evaluation forms are completed by each student at the end of the course. Informal evaluations are also made on the part of the students and staff in the institution. In this manner, an instructor's capability and program content are evaluated.

10. No answer.

11. No answer.

CHEYNEY STATE COLLEGE
Cheyney, Pennsylvania

Offender Postsecondary Program Questionnaire

1. To offer quality education, in a variety of disciplines, which will provide opportunities for cultural, social and intellectual growth. The courses are designed to prepare qualified students for occupational pursuits, or job retraining, or personal enrichment, or an academic degree. Course content is designed and delivered to meet the individual interests and aspirations of each student enrolled.

2. Potential students are now required to indicate the educational courses/activities in which they have participated in order to obtain counseling relative to courses/programs for which they may register. The educational officer at the institution is responsible for the selection of the participants. The college registers the students.

3. Instructors are selected by the college. Course content, department area, instructor availability, and the ability to relate to participating students are factors in the selection process.

4. Instructors are oriented at the college and at the institution before classes begin. Institutional orientation includes meeting the educational staff and members of the inmate educational committee, discussing common concerns and interests, and touring the educational setting to become familiar with classroom sites and educational materials.

5. Answered partially in number 3 above; a participant may take courses leading to a bachelor's degree at Cheyney State College if he/she has received a high school diploma, or its GED equivalent and progresses satisfactorily in his/her planned classwork. A transcript of his/her previous educational record, obtained from other institutions of higher education, is also required.

6. Instructors in the program from Cheyney State College are under the guidance of the dean of continuing education and are contacted frequently to determine student progress and course implementation.

7. The following special services are available to students enrolled in the educational program at Cheyney State College:

    - tutoring
    - counseling
    - taped lectures
    - audio-visuals
    - text and supported publications
    - transcript review
    - individual conferences with instructors

8. Record-keeping includes the following:

- course attendance
- assessing continuous course progress
- maintaining an educational advancement file on each student
- grading students
- student withdrawals

9. Student and course evaluation includes:

- instructional observation
- teacher-made quizzes
- student evaluation of course
- educational director's evaluation of the courses and instructors
- college dean of continuing education's evaluation of entire project

10. Institution cannot require some readings because of lack of library facilities. Classroom space is at a premium.

11. None that hinder the success of the program. Advanced funding from the Pennsylvania Department of Education will allow for better participant screening, staff orientation, materials acquisition, and program refinement.

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania

Offender Postsecondary Program Questionnaire

1. The Pennsylvania State University's Department of Continuing Education is committed to providing educational services to all residents of Pennsylvania.

2. The students for Project Newview are carefully screened and selected by the staff of the correctional institution. The only requirement of the university is that the student either have a high school diploma or the equivalent.

3. The methods and considerations for selecting instructors for the program are the same as those for any other program operated by continuing education. Both full- and part-time instructors teach at Rockview. All part-time staff must submit an application, as well as other credentials, to the academic department under which he might be teaching. The department then decides whether or not he is qualified to teach a particular course.

   Our office then chooses, based on such variables as number of instructors available, evaluations by students, etc., the instructor for each course in each program.

4. As the continuing education administrator of the program, I meet with the instructors as a group before the start of classes. We discuss such administrative matters as grading, attendance and audio-visual aids. We also discuss past experiences of former instructors and possible difficulties of teaching within the institution, i.e., setting up of physics demonstrations and field trips.

   The Project Newview director also has an orientation meeting with the instructor to acquaint them with the policies and restrictions of the institution.

5. The staff of Project Newview chooses the courses to be offered in the program based primarily on the needs of the students.

   At this time it is impossible for the student to obtain a degree through this program. Very few advanced courses are offered.

6. The instructors have the same academic freedom which they have in their regular Penn State classes. However, this office is always open to discuss problems and questions which the instructors might have.

7. Special services are limited on an individual basis as the need arises. For example, during the fall term, two students took part in a class which was broadcast over the educational television station. Even though they could only attend one of the five class discussions, they were able to complete the course through special arrangements with the instructor.

   Other services, such as educational counseling and library facilities, are provided by the institution.

8. Our office maintains attendance and withdrawal records. We keep only a record of general reasons for withdrawals. There are very few withdrawals in the program.

9. Two methods are used for evaluating the program, student evaluations and feedback from the director and counselors directly involved with the students.

10. The educational facility is exceptionally good, with extremely pleasant classrooms. Understandably, no laboratory equipment is available for science courses, therefore few can be offered. Also, I understand the library facilities are quite limited.

11. The representatives of the institution seem to be quite flexible in carrying out the policies and procedures relating to Project Newview. The result is a program which operates with a minimum of hindrances.

HARRISBURG AREA COMMUNITY COLLEGE
Harrisburg, Pennsylvania

Offender Postsecondary Program Questionnaire

1. The Harrisburg Area Community College is committed to providing an opportunity for individuals to develop through education and training to the limits of their capabilities and interests. The education and training provided by the college fulfills two functions. First, it provides for the transmission of knowledge and culture in an atmosphere that promotes academic excellence. Second, it provides for the development of problem-solving abilities. Through these functions the college strives to further the self-understanding, self-realization and personal and professional growth of its students and the community it serves.

   Specific objectives of the college's program at the State Correctional Institution at Camp Hill include two areas. First, it is the goal of the college to provide a systematic schedule of college credit courses at the institution that will allow the inmate-students to earn college credit in the general education field. These general education courses should serve as a basis for further education and training for the inmate-student following his release from the correctional institution. Objectives of the non-credit program include the discovery, exploration, analysis and understanding of the dynamic components of responsible decision-making. Along with this a specifically designed course will acquaint the inmate-student with the career opportunities, requirements and procedures for competing in today's job market. The objectives for the non-credit courses are accomplished through small group sessions where an instructor provides individual and group experiences for the inmate-student to explore and develop in areas most suited to his needs and interests.

2. Notices of course offerings are circulated to the population of the institution along with information on enrollment. The selection of inmates is conducted by the education counselor of the state correctional institution at Camp Hill, under the direction of the director of education. Requirements established by the institution include graduation from high school or the earning of a passing grade on the General Educational Development Test as established by the Pennsylvania Department of Education. Along with this it is determined, as far as possible, whether or not a potential inmate-student will remain incarcerated at Camp Hill for the duration of the semester which he intends to enroll. Finally, a counseling interview is conducted to ascertain the potential inmate-student's commitment and extent of motivation to the college course he wishes to enroll.

3. The college selects faculty for teaching assignments at the correctional institution from its full-time as well as its part-time faculty. The division chairman of each academic division of the college selects faculty for teaching assignments at the institution. Faculty are selected who have exhibited qualifications through academic training and practical experience in their area of teaching.

Instructors who are able to establish rapport and plan and implement academic experiences both on an individual and group basis are selected. The college attempts to have faculty teaching in the institution who will exhibit a positive attitude toward learning and project this attitude and other professional qualities to the students they teach.

4. Faculty assigned to teach at the correctional institution visit the institution before their assignment begins. During the visit with the director of education at the institution and other members of the educational staff, college instructors are oriented to the physical facilities as well as the rules and regulations of the institution. Information is exchanged concerning the library facilities, audio visual requirements and other supportive services that the college faculty may wish information about in planning his class. During the orientation the educational files of the inmates are made available to the faculty in order that they may become familiar with the background of their students. These educational files remain available throughout the duration of the semester as a valuable source of information for the college's faculty.

5. Courses scheduled and conducted at the correctional institution are determined in consultation between the college representatives responsible for the administration of the program and the director of education and his staff at the State Correctional Institution at Camp Hill. Input from the inmates of the institution is sought through group meetings, questionnaires and individual feedback received by the educational staff of the institution. Generally, the input from the inmates and the recommendation from the educational staff has resulted in the college offering general education courses in the institution applicable to nearly all college curricula. By doing so an inmate, uncertain of his career goals, may begin general education college courses which most likely will be applicable to any ultimate career goal he may choose. The fact that general education courses are offered is important because the inmates will have little difficulty transferring these courses to various institutions of higher education throughout the Commonwealth of Pennsylvania following their incarceration.

   The college will be responding to a specialized group of inmates during the spring 1976 semester with an introduction to business course to be offered. The college considers it important to meet the specialized needs of the inmates with courses while offering general education courses to meet the needs of the majority of the inmates.

6. Each faculty member teaching at the prison is under the direct supervision of the division chairman from the academic division for which he is teaching. The division chairmen and director of continuing education of the college maintain communications through the program administrator with the director of education at the prison to issue constant monitoring of all instruction in the institution.

7. Several college services are available to the inmates enrolled in the college program. Tutoring services are available to inmates seeking individualized assistance in their college subjects. Assistance is provided by the tutors screened by the college and the education staff of the institution. Additionally, members of several college classes have traveled to the college campus for library research and other specialized experiences complementary to their college courses.

Along with the non-credit classes in career decision-making and job seeking techniques being conducted at the State Correctional Institution at Camp Hill, the program administrator from HACC provides individual vocational and educational counseling to inmates seeking assistance. This is done in cooperation with the existing counseling services provided at the institution by the Bureau of Vocational Rehabilitation and the educational and clinic counselors. Resource material and financial aid assistance are provided along with supportive counseling to any interested inmate seeking aid in his career development.

8. Attendance records for college credit and non-credit courses are collected and maintained by the staff of the correctional institution. These records are reviewed regularly by the education staff of the institution and the program administrator to determine the need for possible counseling or other assistance.

   Additionally, the attendance records for the non-credit courses are reviewed at the conclusion of each course to determine eligibility for a certificate of successful completion for the participants. Successful completion in non-credit courses is determined by attendance in a minimum of 80 per cent of classes.

   All extended absences which result in withdrawal or requests for withdrawal are accompanied by counseling among the inmate-student seeking withdrawal and the education staff of the institution and the program administrator of the college. Following this counseling, the final decision whether or not to withdraw is made by the inmate-student. In this way the responsibility for the decision rests with the student.

9. All college credit courses at the institution are evaluated by the students using the evaluation instrument developed by the college. This evaluation is administered during the final week of class and results are maintained by the respective academic division of the college. Evaluation of non-credit courses are conducted using the evaluation instrument developed by the continuing and community education department of the college. This evaluation is administered during the last meeting of non-credit classes. Results of these evaluations are maintained by the continuing education department of the college. Evaluation of both credit and non-credit classes are utilized for the purpose of improving future instruction.

10. The educational building at the State Correctional Institution at Camp Hill is a very satisfactory location for the college program. The limitations in the facilities of the education building are in the area of laboratory facilities as they relate to equipment and facilities for biological, chemical or physical science classes. With the opening of the new library facilities at the State Correctional Institution at Camp Hill, the inmates at the institution now have an outstanding resource for their academic work at the institution.

11. The college attempts to provide an instructional program at the institution which will be complementary to the existing procedures of the institution.

At times security regulations of the institution make it necessary to modify the beginning and ending times of classes, or force cancellation of classes. Whenever this occurs, the college works closely with the education and security staff of the prison to schedule make-up dates and times. The college has received fine cooperation from the staff of the prison when it became necessary to modify its class schedule or program.

APPENDIX C

Letter to the Postsecondary Institution

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

Directors of Education:

The Pennsylvania Department of Education is planning an evaluation of the postsecondary programs in the state correctional institutions. The purpose of the evaluation is to fulfill the state regulations for program development and to provide feedback for planning and refining next year's program. Your cooperation and assistance is necessary in order to carry out the evaluation.

The following evaluation plan was approved by Worley Pace, Bureau of Corrections and Paul DeMuro and Ronnalie Roper, Pennsylvania Department of Education.

A. Instruments

Postsecondary Evaluation Form (PSEF). This form is designed to measure the offender's attitude toward the instructor, facilities, educational counseling and college programs. The responses for each of the 24 items are ranked from high (five points) to low (one point) with a range from 24 to 120.

Offender Postsecondary Program Questionnaire. This is a process form designed to gather information on the college management of the offender program. The questionnaire is directed to the dean of continuing education at each of the participating institutions.

B. Instructions for Administrating Instruments

Postsecondary Evaluation Form

1. Each student enrolled in the college program should be included in the evaluation.

2. Each student should fill in the descriptive data at the top of the form (the director of education should verify the information).

3. The director of education should administer the PSEF. Under no circumstances should the instructor administer the form.

4. Be sure every question is answered.

Offender Postsecondary Program Questionnaire

All of the questions will be answered by the dean of continuing education from the participating higher education institutions.

C. Time of Administration

During the month of December

D. Submission of Completed Forms

Send to: Mr. James P. Lewis
Research Associate
Pennsylvania Department of Education
Research Coordinating Unit
Box 911
Harrisburg, PA 17126

All forms should be kept separate according to programs.

If you have any questions, please call (717) 787-4865.

Thank you for your cooperation in making postsecondary education possible in the correctional institutions. I am looking forward to working with you in the future.

Sincerely,

James P. Lewis
Research Associate
Research Coordinating Unit

JPL/vdb

Attachments

APPENDIX D

Contact People

CONTACT PEOPLE FOR COLLEGE COURSES OFFERED AT THE SCIs, FALL 1975

1. Dr. Richard O. Wolfe, Dean
School of Extended Programs
Bloomsburg State College
Bloomsburg, PA 17815
(717) 389-3300
(SCID)

2. Dr. Ronald Watts
Dean of Continuing Education
Cheyney State College
Cheyney, PA 19319
(215) 399-6880
(SCIG)

3. Sister Mary Glennon, R.S.M.
Office of Continuing Education
College Misericordia
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(717) 675-2181, ext. 289
(SCID)

4. Mr. James Hayes
Director of Institutional Research
Community College of Allegheny County
610 Smithfield Street
Pittsburgh, PA 15222
(412) 288-2065
(SCIP)

5. Mr. Michael Klunk, Assistant
Community Resource Institute Program
Harrisburg Area Community College
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6. Mr. John Fixl, Director
Evening and Summer Sessions
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7. Dr. Jack A. Jones, Director
Continuing Education and Evening Session
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8. Ms. Cindy Murry, Staff Assistant
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9. Mr. Marlin Berry, Area Representative
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10. Mr. Robert Hare
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11. Dr. Robert Marshall, Dean
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12. Mr. Norman Scanlon
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(SRCFG)

13. Mr. William Hopper, Dean of Administration
Westmoreland County Community College
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(SRCFG)

14. Mr. John Myers, Director
Division of Continuing Education and Graduate Studies
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(SCID)